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ABSTRACT

The purpose of this study is to obtain information concerning procedures and programs established for disadvantaged graduate students. The means used for gathering this information was a 3-part questionnaire which was sent to the deans of the 287 graduate schools belonging to the Council of Graduate Schools in the U.S. The first section of the questionnaire deals with recruitment, admission requirements, remedial services, and financial aid. The second section is concerned with when the procedures for disadvantaged students were first established, whether or not changes have been made or are planned for the future, and the number of disadvantaged students enrolled. The third section of the questionnaire asks for an evaluation of student achievement. The results of this survey indicate that many graduate schools have at least some policies and procedures for students from deprived circumstances. The number of graduate schools involved in this important facet of graduate education has been increasing during the last several years, and the number of disadvantaged students in the programs, while still rather low, is also increasing. (HS)

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A SURVEY OF PROGRAMS FOR DISADVANTAGED STUDENTS IN GRADUATE SCHOOLS

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February 1970

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

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FOREWORD

The present survey was conducted to obtain information about procedures and programs for disadvantaged students at the graduate level. Many colleges and universities have established programs in the last few years, and this study sought descriptions about their extent and nature. The Council of Graduate Schools, in cooperation with the Graduate Record Examinations Board and with the help of Educational Testing Service, undertook the collection of the needed information.

Appreciation is expressed to all the graduate school deans and their staffs who completed the questionnaires. The information they provided has been most helpful in describing the graduate school programs and policies dealing with disadvantaged students.

Thanks are extended to Gustave O. Arlt, President of the Council of Graduate Schools, for developing the survey questionnaire; and to Richard L. Burns, Program Director, Educational Testing Service, and Maryann A. Lear, Secretary to the Graduate Record Examinations Board, for coordinating the project and handling the paper work involved in sending out the questionnaires and having them returned.

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A SURVEY OF PROGRAMS FOR DISADVANTAGED STUDENTS IN GRADUATE SCHOOLS

INTRODUCTION

There has been increasing emphasis during the last few years on making higher education more accessible for disadvantaged students. In the context of a college education, "disadvantaged" may mean that a person lacks a good basic education, is disadvantaged due to social/cultural characteristics, or lacks finances necessary for higher education. For those disadvantaged students well qualified academically, financial aid is the major obstacle to a higher education. However, for those lacking adequate educational backgrounds, the problems are greater. In order for such students to succeed in college, it often becomes necessary for a college or university to offer these students remedial help and counseling, as well as financial aid. Lower admission standards, different types of courses, summer programs, etc., may also be necessary for disadvantaged students.

Much has been written recently about the problems concerning disadvantaged students and higher education, but the emphasis has been on the undergraduate level. Examples include McGrath (1965), Gordon and Wilkerson (1966), Jaffe, Adams and Meyers (1968), and Egerton (1968). It would appear that the major recruiting efforts, remedial services, curriculum changes, etc., are being focused on those students entering college for an associate or bachelor's degree.

Less emphasis has been placed on graduate education for disadvantaged students. Are these students being recruited by the country's graduate schools? Are special admission procedures being used? Are remedial services available? Paynter (1969) has written about graduate opportunities for

black students, and Egerton (1969) has provided information on black enrollment at undergraduate and graduate levels: both provide very useful information by name of university or college. It seems likely that the increasing numbers of disadvantaged students being admitted as college freshmen during the last few years will cause graduate schools to feel the need to begin more organized planning for these students.

The purpose of the present survey was to obtain an overall picture of what is now being done at the graduate level for disadvantaged students. The survey obtained information on how many graduate schools have begun special programs or procedures and the nature of the procedures.

THE SURVEY

Questionnaire

A two-page questionnaire was designed for this survey by Gustave O. Arlt, President of the Council of Graduate Schools in the United States. The questions dealt with programs for graduate students from deprived circumstances, without being more specific than that. The survey was thus intended to include all disadvantaged graduate students, however the respondent chose to interpret the term. The programs described, therefore, may be for black Americans, American Indians and other minority groups, including in a few cases students whose native language is not English.

The questionnaire consisted of 17 open-ended questions. Three general areas were covered: I. Description of the program or procedures, including recruitment, admission policies, remedial services and financial aid; II. Questions concerning when the program was developed, plans for changes, and

number of disadvantaged students involved; and III. Estimation of student achievement and attrition. A space for additional comments was given at the end of the questionnaire.

A copy of the questionnaire and accompanying letters can be found in Appendix A.

Sample

Questionnaires were sent to the deans of 287 graduate schools on April 21, 1969. This number includes all member institutions in the Council of Graduate Schools in the United States. This organization is nationally representative, and includes as members many of the colleges and universities that grant graduate degrees. On May 29, 1969, a follow-up letter and another copy of the questionnaire were sent to 97 graduate deans, all those from whom a questionnaire had not yet been received. In most cases graduate deans were the respondents, but there were a few exceptions. For example, if only one particular department was involved, the department chairman might have answered the questionnaire.

Number of Questionnaires Returned

A total number of 268 questionnaires were returned. This number included two blank questionnaires accompanied by long, detailed program descriptions which were not analyzed as questionnaire data, one questionnaire with no information at all, and 12 questionnaires which were received after the July 1st deadline set for beginning data tabulation. The remaining 253 questionnaires were thus considered the total.

In several cases a university returned more than one questionnaire, each describing a different program, for example by department or by

college within a university. When such multiple questionnaires per school were received, they were tabulated separately so as to include all information dealing with programs for graduate students from deprived circumstances. The 253 questionnaires represent replies from 248 colleges and universities, 86% of the total number of 287 sent out to the graduate deans.

Method of Questionnaire Analysis

Categories of responses were set up for each question based on the first 100 or so questionnaires returned. The questionnaires were tallied according to these categories, and additional categories were added as necessary during the tabulation. In reporting the tabulation results, only those categories containing three or more tallies are given; the categories with less than three have been grouped into the "other" category except where infrequent responses were of interest.

In cases where a descriptive letter was sent in lieu of completing the questionnaire, the information in the letter, where relevant to questionnaire items, was tallied.

It should be pointed out that for many of the questions, the number of responses in any category should be considered a minimum number. Because a respondent did not mention a particular fact does not indicate that it doesn't exist. For example, in the question on recruitment one might have responded "done by personal visits to campuses," not mentioning who visits the campus. The category for faculty being involved in recruiting would not have received a tally. However, faculty may be involved at that campus and the respondent simply did not mention it.

RESULTS

The questionnaires were analyzed separately by the six regional education associations: New England (NE), Middle States (MS), Southern (S), North Central (NC), Northwest (NW), and Western (W). A list of states in each association is given in Appendix B. Only the results for the combined sample are discussed in this section. However, the data by regional association is included for informational purposes. Thus, graduate school administrators and faculty in a particular region may want to see what other schools in their own region are doing, and they may also be interested in comparing their region with another region or regions.

Table 1 on page 24 shows the number of questionnaires returned and the number analyzed, by regional education associations and for the total.

One hundred three, or 41%, of the 253 respondents indicated that their schools had no procedures at all. One hundred fifty, 59%, indicated that their schools were doing something in this area, although it was not necessarily a definite program. Responses to these 150 questionnaires are presented in this section and also in Tables 2 through 18 which appear on pages 25 to 42.

Many of the questionnaires received were incomplete, but if a questionnaire contained any information about policies or procedures, the responses were tabulated. The "No Response" category is therefore often large for these questions, ranging in frequency from 13 to 120.

Definable Procedures

I. Do you have any definable procedures (whether or not formalized into a

program) for the accommodation of potential graduate students from deprived circumstances?

Of the 150 questionnaires received with usable information about procedures, 70 respondents answered "Yes," and 19 answered with a qualified "Yes," such as procedures vary among departments, procedures are not in writing or are informal, or their procedures are in early stages of development. Thus, 89 schools have some sort of "definable" procedures for dealing with graduate students from deprived circumstances.

Seventeen answered "No" to this question, and 30 replied with a qualified "No," with most saying their schools had no "definable" procedures but they were doing something. All 47 of these questionnaires were included in the further analysis, however, since answers to other items indicated that they had at least some sort of programs or procedures.

The data for this question are given in Table 2.

Recruitment

Ia1. How are such students recruited? Describe

In many cases, it becomes necessary for colleges and universities to recruit disadvantaged students, rather than hoping some will apply. A graduate school desiring to help educate these students often needs to provide additional services, and make other appropriate changes in their procedures and programs. A college's willingness to do this has to be known in order to attract students from deprived circumstances.

This question and the one following provide information on recruitment policies and procedures. The great variety of responses to this question

were grouped into three main categories: source of students--organizations, programs and agencies, by or through whom recruitment was handled, and type of recruiting done. Responses to this item are shown in Table 3.

Thirty-five respondents indicated that recruitment was the same for disadvantaged students as for their other students. Either these students were recruited just like all students, or they were not recruited, coming by direct application or by chance.

The Intensive Summer Studies Program was mentioned most often as a source for finding and identifying disadvantaged students (by eight respondents). Other sources mentioned more than once include cooperative undergraduate programs (by three), Upward Bound (by two), and Teacher Corps Program (by two).

Departments and faculty were mentioned most frequently as responsible for recruiting disadvantaged students, by 43. Administrators and/or deans, students, and graduate schools were mentioned by 11, 9 and 6 respondents, respectively. A few colleges recruit using their graduates, a specially designated recruiter, or a black recruiter.

Literature sent to campuses ranks first as a method of recruitment (mentioned by 26), followed in frequency by visits to campuses (21) and personal contacts (19). Correspondence (unspecified), informal liaisons with Negro colleges, inviting groups of students from southern schools to universities for a weekend, and letters from faculty to colleagues were also mentioned by several people.

Ia2. <u>From what geographical areas recruited, if any?</u>

Forty-three of the respondents said disadvantaged students were recruited nationally. Specific states or regions were listed in 65

questionnaires, and specific cities or types of locations such as "local" or "urban" were mentioned in 20 of the questionnaires. Some schools recruit nationally as well as in specific areas.

As can be seen in Table 4, it seems most common for a college or university located in a particular regional education association to recruit disadvantaged graduate students within that same region. For all regions combined, states in the Southern Association and "the South" were the most frequently mentioned as areas of recruitment. Fifty-six respondents said their schools recruited in these two southern areas.

Admission Policies

Ib. Are any normal admission requirements waived or liberalized?

For students without an adequate undergraduate education, meeting the standard admission requirements set by graduate schools often becomes difficult, if not impossible. Many graduate schools are finding it necessary to waive or liberalize certain of these requirements in order to admit some of the disadvantaged applicants.

This question was very general, and was followed by three more specific questions dealing with admission requirements. Thirty-seven of the respondents did not answer this question, although they generally answered some of the more specific questions in this admissions section. It was also common, however, to answer "Yes" or "No" to this question, and not complete the next three items, thus in part explaining the large number of "No Responses."

For the schools responding to this question, a much greater number do waive or liberalize their standard, or normal, admission requirements than

do not. Those answering either "Yes" or a qualified "Yes," such as sometimes or somewhat, total 79. Those answering either "No," or a qualified "No," such as not formally or considering it, total 34.

The responses for this question are presented in Table 5.

Ib1. Is the previous scholastic record requirement waived or liberalized?

As shown in Table 6, only 15 of the schools responding to this item neither waive nor liberalize their requirements concerning the undergraduate scholastic record when considering students from deprived circumstances for admission. Fourteen answered "Yes" to the question, and therefore whether the scholastic record was waived or liberalized could not be determined.

It is interesting to note that of the other schools responding to this item, only one said the academic requirement was waived. It is much more common for the requirements to be liberalized, and this was mentioned by 59 of the respondents. Some just said the requirements were liberalized, while others specified such things as a lower GPA which the disadvantaged applicants had to meet, or emphasis on improvement in the undergraduate record.

Twenty-two of the respondents said that students who do not meet the normal admission requirements can be admitted as provisional students, and then regular admission is decided on the basis of the students' initial work at the college or university.

Ib2. Is the GRE or other admission test requirement waived or liberalized?

Only six administrators said the admission test requirement was neither waived nor the score interpretation liberalized at their schools

for disadvantaged applicants. Nine answered "Yes" to the question, thus not specifying whether the requirements for these students were waived or liberalized.

Nine responded that the requirement of submitting admission test scores is waived. In contrast to this number, 51 mentioned that their schools require the scores, but liberalize interpretation or ignore the scores once received. Examples of liberalizing scores include not specifying any minimum score requirement, setting a minimum but lower than the usual requirement, or disregarding the scores, keeping them only for record purposes.

A variety of other responses were given to this question (all mentioned by six or less people), including test highly recommended, test optional, test required, and test not required (it was assumed that this answer indicated that tests were not required of any students, rather than an interpretation of waiving the requirement for disadvantaged applicants).

Responses for this question are shown in Table 7.

Ib3. Are other criteria (for admission) applied?

Letters of recommendation were most frequently mentioned as additional criteria used in evaluating disadvantaged applicants, and were mentioned in 45 of the questionnaires. The next most often listed were ability to do well in one's area of concentration, growth potential and/or potential for success (by 21), evidence of motivation, leadership and maturity (by 15), working experience (by 11), and personal interviews (by 11). Several schools also use departmental recommendations, the applicant's personal essay, and factors in one's prior background.

Six respondents specified that no other criteria are used in addition to the undergraduate record and admission test scores.

The responses to this question are presented in Table 8.

Remedial Services

1c. What remedial services, if any, are provided?

For students lacking a good college background, remedial services may become an important determinant of their success in graduate school. Remedial services presently offered by the graduate schools in this survey vary a great deal, as can be seen in Table 9.

Twenty-one respondents replied that their graduate schools did not offer any remedial services at all. Twenty answered that there is no graduate school policy, but rather that what (if any) remedial services are offered depend upon the particular department involved.

A general statement that some remedial services are available was mentioned in seven of the questionnaires. However, most respondents listed more specific types of services. Thirty-five answered that tutoring is available, without listing in which areas, and several mentioned tutoring in English and reading. Math and writing were also listed, by two each.

Not very much information was obtained on who does the tutoring. Faculty were most often mentioned (by 15), and three respondents said graduate students did the tutoring.

Course and load differences are allowed for these students at many of the schools. Examples include allowing them to take courses at the undergraduate level (mentioned by 34); more time allotted for completing the degree requirements, such as decreased course load; and special courses given.

Counseling and advising disadvantaged graduate students can be an important part of their adjustment, and was mentioned by 22 of the respondents. Special summer programs--classes or seminars--were mentioned in nine questionnaires. Personal interest by the faculty was also felt to be important, and seven respondents stressed this as aiding their students.

Financial Aid

Id. What financial support, if any, is provided?

Financial aid is necessary for most all applicants to graduate school from deprived backgrounds, since usually even those well prepared scholastically lack adequate funds for graduate work. This item and the following two obtained information about the types of aid available, amount and the graduate schools' sources of funds. Table 10 presents the responses for types of financial support.

Tuition aid was most frequently mentioned as type of financial aid available, and was listed by 70 respondents. The next most often specified was support for fees, by 49 respondents. Those responding that their schools give aid toward room and board is 19 and 20 respectively.

Sixty answered that other types of aid are available for disadvantaged graduate students. The most frequently listed were stipends (by 21), assistantships (by 12), fellowships (by 11), and part-time jobs (by 5). A general statement of financial aid being available, without specifying what type, was mentioned by 15 respondents.

Id1. Approximate total dollar value per student

The responses to this item were tallied by intervals of $500 for summary purposes, and are presented in Table 11. As can be seen in the table, the dollar value per student varies a great deal across the graduate schools responding to this question, from less than $500 to more than $5000. The median value is about $3000. Only three of those responding to this question replied "None," and 13 said the amount varied per student or gave a broad range. It was not clear from the item wording what time period was intended. Value per student per year was assumed, but the amounts given by some schools may, in a few cases, have referred to the total value per student while in graduate school.

Id2. Source or sources of funds

Obtaining funds for these special programs and procedures seems to be a major problem for graduate schools, and was often mentioned by the respondents as additional comments. Many schools indicated they would like to do more, but did not have adequate funds. Sources listed by the respondents are given in Table 12.

The most common source of funds is the university itself. Sixty-four questionnaires had a general statement of college or university funds. Departmental and graduate school funds were mentioned in 11 and 10 questionnaires, respectively. A few respondents also listed faculty or President's funds, and special fellowships and/or scholarships. Martin Luther King funds were mentioned by five respondents. (It was not clear whether the MLK funds were special funds set aside by the universities, or whether they referred to the MLK fellowships of the Woodrow Wilson Foundation.)

Government was next most frequently listed as a source of funds, with the Federal Government being mentioned by 36 respondents. Most did not specify what kind of Federal Government funds were used, but those who did mentioned sources such as the Office of Education, Title IV and V, National Science Foundation, National Institutes of Health, and the U.S. Public Health Service. State governments were mentioned as a source of funds by 19 respondents.

Foundations are also an important source of funds. The Ford Foundation and the Danforth Foundation were specified by a few, while a variety of other foundations were listed by one or two respondents. Several additional sources of funds were mentioned, including private gifts from "friends" of the university (by 10), and loans to students (by 9).

Year Procedures Were Established

IIa. <u>When were these procedures first established?</u>

The second section of the questionnaire dealt with the year procedures were established, if changes had been made or were being planned, and the number of disadvantaged students enrolled per year. The responses for this first item are given in Table 13.

As can be seen from the data presented, most of these procedures have been established very recently. Seventy-four said procedures at their schools were established in 1967, 1968, or 1969. Seventeen answered that procedures had been established from 1961 to 1966, and only 12 answered that procedures had been in effect in 1960 or earlier.

Changes Made or Planned

IIb. Have any changes been made since then?

The responses to this item, presented in Table 14, indicate that not many changes have been made in the programs and procedures initially set up at the graduate school level for disadvantaged students. Part of this is due, of course, to the fact that most of the procedures described in the questionnaires are relatively new. There has hardly been time to evaluate procedures established in the last few years, so the fact that not many changes have occurred is easily understandable.

No changes were reported in 39 questionnaires, and 74 did not answer this item. Where changes have been made, increased amounts of money devoted to the programs was most frequently mentioned, by 16 respondents. Other specific changes include expansion of the programs by having more departments participate and/or having more students (10); greater recruitment efforts (4); and some administrative changes (4).

IIc. Are any changes contemplated for 1969-70?

As in the previous item, and probably for the same reasons indicated, not many respondents indicated that changes are being planned for the present academic year. Forty-seven replied that no changes are contemplated at their schools, and 55 did not answer this question.

For the colleges and universities which are changing their existing programs or procedures, increased amounts of money were mentioned most often, by 15 respondents. This was followed by expansion of the program and more intensive efforts (8); administrative changes, such as appointing

a new administrator or having students involved in the recruiting and/or in the selection procedures (7); greater recruitment efforts (6); and curriculum changes (3).

The responses to this item are shown in Table 15.

Number of Disadvantaged Students

IId. Approximately how many students per year were so accommodated?

The data presented in Table 16 for this item have been tabulated by intervals for ease of presenting the responses. The data shown must be regarded as only approximate, due to the difficulty of identifying disadvantaged students from college records. Unfortunately, a large number of respondents omitted this question, perhaps because of this difficulty.

As the responses indicate, the number of disadvantaged students who have been involved in graduate education at these schools has been rather moderate. The results are encouraging, however. For those answering this question, 30 schools did not have any disadvantaged students in 1967, while all schools planned to have at least some in 1969-1970. Also, many graduate schools are increasing their enrollment of disadvantaged students each year. More graduate schools are now involved, and more students are in the programs. For the most part, though, the numbers are still small: the programs are relatively new, and the number of students initially has been rather low.

Success of the Procedures

IIIa. Have you any estimate of the success of the procedures, with respect to student achievement?

Many of the programs and procedures described in the questionnaires have been established in the last few years, and it is too soon to evaluate their effectiveness. As can be seen in Table 17, 54 respondents did not answer the item, and 38 did not know how successful their procedures were.

Of those indicating how the disadvantaged students were doing at their schools, 11 mentioned that the students were completing their degrees, while only 3 said these students were not completing their degrees.

For those evaluating student achievement, 41 said that performance was either excellent, good, satisfactory or encouraging. Five answered that achievement was moderate or a little less than average, and only five felt that the students' performance was low or not very successful.

IIIb. Have you any estimate of the success of the procedures, with respect to attrition?

As in the preceding question, not many of the respondents were able to evaluate the success of their procedures. Thirty-three said they didn't know or it was too early to tell, and 66 did not respond at all. Table 18 presents the responses for this question.

With respect to attrition, four respondents were satisfied with their disadvantaged students, and two were not. Twenty-five said that there was hardly any attrition, that attrition was low or that there wasn't any, and

two mentioned that attrition was high.

Compared with other students, six respondents said attrition was higher for disadvantaged students than for their other students, three said it was about the same as for their other students, and two said attrition was less for the disadvantaged students than for the others.

Additional Comments

There was great variety in the additional comments written at the end of the questionnaires. The samples which follow give an indication:

"Devoting all funds to recruiting and educating deprived undergraduates. Hope to learn from undergraduate program."

"...once a student applies, we can only guess at his educationally, socially, or economically deprived circumstances. The letters of recommendations give us the most help, along with his letter of application."

"competition for these applicants distorts normal procedures, invites 'go to the highest bidder' outlook."

"We are strong in natural and physical sciences and engineering and there cannot be much deviation from past standards."

"Highly competitive school--want to be careful not to destroy a good student who could do well in a less highly charged atmosphere by seducing him into coming here."

"We feel that a cheap degree benefits no one in the long run. It only delays the frustration of finding out that the recipient is

not well qualified to enter his profession and succeed in it. Perhaps it is a way of buying time to placate pressures but it is no real solution to the problem."

"1. Negro students, in particular, are concerned about the numbers of Negro students and faculty, accommodations for Negro students in housing, receptivity of the community to Negroes. 2. Incidental expenses are a serious obstacle to deprived students applying for graduate school. The costs of application fees, Graduate Record Examinations, transportation to visit campuses, and other incidental costs are difficult for applicants to pay. 3. There doesn't seem to be any coordination; e.g., many universities recruit at Howard University, but it is impossible to get a list of small "Negro colleges." 4. The recruitment process, nationally, is itself haphazard: colleges seem to make few plans for informing students of opportunities for graduate studies."

"Graduate School policy should be to play down formal separateness.... Good unobtrusive social work is necessary and appears to be successful if initial selection was good."

"...the success of the program seems to be heavily dependent upon the quality of interpersonal relationships which are built and maintained between students and faculty and students and their departments."

"Psychological tenacity is vital. Students must be able to risk failure and cope socially in what is perceived to be a hostile and/or alien environment."

SUMMARY

The purpose of this study was to obtain information concerning procedures and programs established for disadvantaged graduate students. Questionnaires were sent to the deans of the 287 graduate schools belonging to the Council of Graduate Schools in the United States. Of the total number of 253 who returned usable questionnaires, 103 reported that their schools did not have any special programs for disadvantaged students. One hundred fifty answered at least some of the questions about procedures and programs, and the responses on these questionnaires were tabulated and reported upon.

The first section of the questionnaire dealt with recruitment, admission requirements, remedial services, and financial aid. Departments and faculty are most active in recruiting. Some graduate schools recruit nationally, while others listed specific states or regions of the country where disadvantaged students are recruited. Common methods of recruitment include literature sent to undergraduate schools, visits to campuses and personal contacts.

Many of the graduate schools waive or liberalize admission requirements when considering disadvantaged applicants. Graduate schools frequently liberalize both the previous scholastic record requirements and admission test score interpretation. Letters of recommendation are the most common additional criteria used for evaluating applicants. Of those schools with remedial services, tutoring, counseling and advising, and courses at the undergraduate level are most common.

More graduate schools give tuition help than any other type of aid, followed by aid for fees. The dollar value per student varies a great deal, from none to over $5000. College or university funds were mentioned most often as sources of funds, followed by the Federal Government, and then foundations.

The second section of the questionnaire was concerned with when the procedures for disadvantaged graduate students were first established, whether or not changes have been made or are being planned in the future, and the number of disadvantaged students enrolled. Most of the programs have been established in 1967 or later, although several of the graduate schools have had programs before 1967. In general, not many changes have been made or are being planned. Those mentioned include more money for the program, program expansion, and greater recruitment efforts.

The number of disadvantaged students involved in the programs is rather moderate, although the enrollment of these students in the graduate schools has greatly increased during the last few years. However, it is not uncommon for a school to report that they have only a few, they have about 10, etc. The small numbers reported may in part be due to the difficulty of identifying disadvantaged students from the graduate school records, and should probably be considered the minimum number.

The third section of the questionnaire asked for an evaluation of student achievement. For a large number of schools it was too soon to tell, or the respondents did not know how the disadvantaged students were doing. For those who could evaluate achievement, most felt that the students' success was good or excellent, and that attrition was low.

The results of this survey indicate that many graduate schools have at least some policies and procedures for students from deprived circumstances. The number of graduate schools involved in this important facet of graduate education has been increasing during the last several years, and the number of disadvantaged students in the programs, while still rather low, is also increasing.

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Table 1

Number of Questionnaires Returned and Analyzed
by Regional Education Association
and for the Total

	NE	MS	S	NC	NW	W	Total
Number questionnaires sent out	23	61	68	85	15	35	287
Number questionnaires returned	18	61	61	78	12	26	256*
Number schools returning questionnaires	18	55	61	76	12	26	248
Number of questionnaires with some usable information	13	37	30	54	5	11	150
Number of questionnaires with "No" to I and no other usable information	3	24	31	24	7	14	103
Number blank questionnaires	2	0	0	0	0	1	3

*Plus 12 returned after cut-off date for analysis

For all tables the following legend applies:

NE - New England Association
MS - Middle States Association
S - Southern Association
NC - North Central Association
NW - Northwest Association
W - Western Association

Table 2

Responses to Item I, Do you have any definable procedures (whether or not formalized into a program) for the accommodation of potential graduate students from deprived circumstances?

	NE	MS	S	NC	NW	W	Total
No response	2	2	2	5	0	2	13
Yes, unqualified	7	15	15	26	2	5	70
Yes, qualified: Total	1	8	3	7	0	0	19
Informal	0	3	0	2	0	0	5
In early stages	0	2	0	2	0	0	4
Not in writing	0	1	1	1	0	0	3
Other	1	2	2	2	0	0	7
No, unqualified	2	4	2	5	2	2	17
No, qualified: Total	1	7	8	11	1	2	30
No "definable procedures" but are doing something	1	7	6	10	1	2	27
Other	0	0	2	1	0	0	3
Other	0	1	0	0	0	0	1

Table 3

Responses to Item Ial, How are such students recruited?

	NE	MS	S	NC	NW	W	Total
No response	3	3	5	11	3	1	26
Same as others, or not recruited	2	10	8	11	0	4	35
Sources:							
Intensive Summer Studies Program	2	4	0	2	0	0	8
Cooperative Undergraduate Program	0	2	0	0	0	1	3
Other	2	7	1	16	0	2	28
By or through whom:							
Departments, faculty	4	11	3	20	2	3	43
Administrator, dean	1	3	2	4	0	1	11
Students	0	3	0	5	0	1	9
Graduate School	2	2	0	1	1	0	6
Graduates	0	1	0	3	0	0	4
Specially designated recruiter	0	1	0	1	0	1	3
Black recruiter	0	0	0	3	0	0	3
Other	0	4	1	2	1	2	10
Type of action:							
Literature sent	2	7	8	6	0	3	26
Visits to campuses	4	5	4	7	1	0	21
Personal contacts	4	6	2	7	0	0	19
Informal liaisons with Negro colleges	0	3	2	3	0	0	8
Correspondence (general)	0	1	2	4	0	0	7
Group of students visit campus	1	1	1	0	0	0	3
Letters from faculty to colleagues	1	0	0	1	1	0	3
Other	2	4	1	5	1	4	17

Table 4

Responses to Item Ia2, 'From what geographical areas recruited, if any?

	NE	MS	S	NC	NW	W	Total
No response	2	10	9	15	3	3	42
National	4	9	5	19	2	4	43
Specific state(s) or region	5	16	17	23	1	3	65
Specific city, cities, local or "urban"	2	9	2	5	0	2	20
Other	1	1	0	1	0	0	3
If specific areas (states, regions or cities) listed, located in:							
New England Association	3	2	0	0	0	0	5
Middle States Association	0	11	0	1	0	0	12
Southern Association	0	4	16	5	0	1	26
North Central Association	0	0	2	18	0	0	20
Northwest Association	0	0	0	0	0	0	0
Western Association	0	1	0	2	0	5	8
The South	2	9	3	14	1	1	30
The East	0	3	1	0	1	0	5
The Southwest	0	0	2	2	0	0	4
Atlantic Coast	3	0	0	0	0	0	3
Other	0	1	2	0	0	0	3

Table 5

Responses to Item Ib, Are any normal admission requirements waived or liberalized?

	NE	MS	S	NC	NW	W	Total
No response	4	8	4	16	1	4	37
Yes, unqualified	3	17	13	21	4	4	62
Yes, qualified: Total	2	3	5	6	0	1	17
Sometimes	0	1	3	3	0	0	7
Somewhat	0	0	1	2	0	0	3
Other	2	2	1	1	0	1	7
No, unqualified	1	8	7	10	0	2	28
No, qualified	3	1	1	1	0	0	6
Other	1	2	0	0	0	0	3

Table 6

Responses to Item Ibl, Is the previous scholastic record requirement waived or liberalized?

	NE	MS	S	NC	NW	W	Total
No response	3	15	9	18	0	5	50
Not waived or liberalized	2	3	4	3	0	3	15
Waived or liberalized (not specified which)	2	4	2	4	2	0	14
Scholastic record requirement waived	0	0	0	1	0	0	1
Scholastic record requirement liberalized: Total	5	12	14	23	2	3	59
General statement	4	9	6	14	1	3	37
Set lower GPA have to meet	0	0	2	3	1	0	6
Emphasis on improvement	1	0	2	1	0	0	4
Rarely, except in presence of strong recommendation	0	2	1	1	0	0	4
Other	0	1	3	4	0	0	8
Admitted as provisional student if not well qualified	1	3	6	10	1	1	22
Other	1	3	3	3	1	0	11

Table 7

Responses to Item Ib2, Is the GRE or other admission test requirement waived or liberalized?

	NE	MS	S	NC	NW	W	Total
No response	3	17	9	21	3	5	58
Not waived or liberalized	2	1	1	0	0	2	6
Waived or liberalized (not specified which)	2	3	2	2	0	0	9
Test requirement waived	2	4	0	1	2	0	9
Test requirement, but liberalized: Total	5	10	16	18	0	2	51
Liberalized interpretation	4	9	9	11	0	1	34
Scores disregarded	1	1	3	2	0	1	8
Keep a minimum score requirement	0	0	2	2	0	0	4
Other	0	0	2	3	0	0	5
Test required	0	0	2	4	0	0	6
Test not required (of anyone?)	0	1	2	3	0	0	6
Test highly recommended	0	0	0	1	1	1	3
Test optional	0	0	0	2	0	1	3
Other	1	3	0	2	0	0	6

Table 8

Responses to Item Ib3, Are other criteria (for admission) applied?

	NE	MS	S	NC	NW	W	Total
No response	4	15	10	21	3	3	56
None	0	1	1	4	0	0	6
Letters of recommendation	2	7	12	17	2	5	45
Ability to do well in area of concentration, growth potential, potential for success	2	8	3	8	0	0	21
Evidence of motivation, leadership, maturity	3	5	1	5	0	1	15
Personal interviews	0	3	0	7	0	1	11
Working experience	2	2	4	3	0	0	11
Prior background	2	1	0	2	0	0	5
Departmental recommendations	0	1	2	1	0	0	4
Applicant's personal essay	0	2	0	0	0	1	3
Other	6	6	2	12	0	5	31

Table 9

Responses to Item 1c, What remedial services, if any, are provided?

	NE	MS	S	NC	NW	W	Total
No response	2	8	3	10	0	1	24
None	4	7	4	3	0	3	21
Depends on the department	3	5	2	7	2	1	20
Have remedial services:							
General statement-have remedial services	1	0	0	5	0	1	7
Tutoring:							
General statement	2	9	6	10	4	4	35
English	0	2	3	4	0	0	9
Reading	0	1	1	2	0	0	4
Other	0	1	0	4	0	0	5
By faculty	1	2	2	7	3	0	15
By graduate students	0	1	0	2	0	0	3
Course and load differences:							
Courses at undergraduate level	6	5	8	12	0	3	34
More time for program	1	1	1	5	1	1	10
Special courses	0	2	1	0	0	0	3
Other	0	2	4	2	0	1	9
Counseling, advising	1	6	1	11	2	1	22
Summer programs	0	4	0	5	0	0	9
Personal interest by departments, faculty	0	2	0	4	1	0	7
Other	0	2	0	1	0	0	3

Table 10

Responses to Item Id, What financial support, if any, is provided?

		NE	MS	S	NC	NW	W	Total
Tuition:	No response	2	16	16	28	3	4	69
	Yes	10	18	11	23	1	7	70
	No	1	3	3	3	1	0	11
Fees:	No response	6	21	21	35	3	6	92
	Yes	7	12	6	18	1	5	49
	No	0	4	3	1	1	0	9
Room:	No response	9	26	24	47	3	11	120
	Yes	4	5	3	6	1	0	19
	No	0	6	3	1	1	0	11
Board:	No response	9	26	24	47	3	11	120
	Yes	4	6	3	6	1	0	20
	No	0	5	3	1	1	0	10
Other:	No response	11	17	15	27	2	9	81
	Yes	2	17	13	25	1	2	60
	No	0	3	2	2	2	0	9
If Yes to "Other" response, mentioned:								
	Stipends	0	6	4	10	0	1	21
	Assistantships	0	4	5	3	0	0	12
	Fellowships	0	4	1	6	0	0	11
	Part-time jobs	0	1	0	4	0	0	5
	Work-study programs	0	0	1	2	0	0	3
	Financial aid available	2	1	8	4	0	0	15
	Miscellaneous	0	3	0	2	0	0	5

Table 11

Responses to Item Id1, Approximate total dollar value per student

	NE	MS	S	NC	NW	W	Total
No response	6	16	13	24	3	3	65
None	0	0	2	1	0	0	3
$1 - 499	0	0	0	0	0	1	1
$500 - 999	0	0	1	1	0	0	2
$1000 - 1499	1	2	2	1	0	0	6
$1500 - 1999	1	2	0	1	0	1	5
$2000 - 2499	0	2	1	5	1	2	11
$2500 - 2999	0	2	0	6	0	1	9
$3000 - 3499	1	4	5	0	1	0	11
$3500 - 3999	0	2	0	5	0	1	8
$4000 - 4499	0	2	1	3	0	1	7
$4500 - 4999	2	1	1	1	0	0	5
$5000 and above	0	2	1	1	0	0	4
Broad range given, or "varies"	2	2	3	5	0	1	13

Table 12

Responses to Item Id2, Source or sources of funds

	NE	MS	S	NC	NW	W	Total
No response	1	9	6	15	1	1	33
No funds	0	0	2	1	0	0	3
College or university funds:							
Unspecified	9	18	10	18	1	8	64
Departmental	0	1	0	9	1	0	11
Graduate School funds	0	1	1	7	1	0	10
Faculty or President's funds	1	1	0	1	0	0	3
Special fellowships, scholarships	0	0	0	3	0	0	3
Government:							
Unspecified	1	0	0	0	0	0	1
Federal	2	8	14	10	0	2	36
State	0	6	5	4	2	2	19
Local	0	0	0	0	0	1	1
Fellowships from Foundations:							
Unspecified	1	3	2	1	0	0	7
Danforth	0	1	1	2	0	1	5
Ford	1	1	1	1	0	0	4
Other	0	0	5	0	0	0	5
Private gifts from "friends" of university	1	3	2	4	0	0	10
Loans to students	1	1	3	3	0	1	9
Martin Luther King funds	1	0	0	4	0	0	5
Work-study programs	0	1	0	3	0	0	4
Multiple sources (unspecified)	1	1	1	1	0	0	4
Other	1	5	2	3	0	1	12

Table 13

Responses to Item IIa, When were these procedures first established?

	NE	MS	S	NC	NW	W	Total
No response	3	9	8	13	3	2	38
1969	3	4	5	9	0	4	25
1968	3	10	1	13	2	2	31
1967	2	6	2	6	0	2	18
1966	0	3	0	2	0	1	6
1965	1	1	2	0	0	0	4
1964	0	0	2	0	0	1	3
1963	0	0	2	1	0	0	3
1962	0	0	0	0	0	0	0
1961	1	0	0	0	0	0	1
1960 and before	0	1	6	5	0	0	12
Other (several years ago, for many years etc.)	0	3	2	6	0	0	11

Table 14

Responses to Item IIb, Have any changes been made since then?

	NE	MS	S	NC	NW	W	Total
No response	6	16	17	27	4	4	74
No changes	4	12	6	14	0	3	39
Changes:							
General statement, continual assessment and revision	0	1	0	4	0	3	8
Increased amounts of money	2	2	7	4	0	1	16
Program changes:							
Expansion of program	1	3	0	3	1	2	10
Greater recruitment efforts	1	0	2	1	0	0	4
Administrative changes	1	1	1	1	0	0	4
Other	0	3	1	4	0	0	8

Table 15

Responses to Item IIc, Are any changes contemplated for 1969-70?

	NE	MS	S	NC	NW	W	Total
No response	6	11	9	23	3	3	55
No changes	2	12	16	15	0	2	47
Have plans to change:							
General statement	1	3	0	1	0	1	6
Increased amounts of money	1	3	3	6	1	1	15
Program changes:							
Expansion of program	0	2	1	4	0	1	8
Administrative changes	2	3	0	1	0	1	7
Greater recruitment efforts	1	1	0	3	1	0	6
Curriculum changes	0	1	1	1	0	0	3
Other	2	5	1	4	1	3	16

Table 16

Responses to Item IId, Approximately how many students per year were so accommodated?

a) Prior to 1967

	NE	MS	S	NC	NW	W	Total
No response	7	19	15	27	4	7	79
None	3	12	3	10	1	1	30
1-3	1	2	2	3	0	1	9
4-6	0	2	2	7	0	0	11
7-9	0	1	0	1	0	1	3
10-12	0	0	1	2	0	0	3
13-15	1	1	1	0	0	0	3
16-18	0	0	0	0	0	0	0
19-21	1	0	2	0	0	0	3
22-24	0	0	0	0	0	1	1
25 and over	0	0	4	1	0	0	5
Varied, handful	0	0	0	3	0	0	3

b) 1967-1968

	NE	MS	S	NC	NW	W	Total
No response	6	15	14	24	3	5	67
None	0	9	0	8	1	0	18
1-3	5	6	4	4	1	2	22
4-6	0	2	0	5	0	1	8
7-9	1	1	0	2	0	0	4
10-12	0	1	3	2	0	1	7
13-15	0	1	0	0	0	1	2
16-18	0	0	0	1	0	0	1
19-21	1	0	4	0	0	1	6
22-24	0	0	0	0	0	0	0
25 and over	0	2	5	6	0	0	13
Handful	0	0	0	2	0	0	2

Table 16 cont.

c) 1968-1969

	NE	MS	S	NC	NW	W	Total
No response	3	12	11	21	3	3	53
None	0	4	0	3	0	0	7
1-9	6	11	5	13	2	2	39
10-19	2	6	4	5	0	2	19
20-29	2	0	5	1	0	2	10
30-39	0	1	0	2	0	0	3
40-49	0	0	0	1	0	0	1
50-59	0	2	1	1	0	1	5
60-69	0	1	0	0	0	1	2
70 and over	0	0	4	5	0	0	9
Handful	0	0	0	2	0	0	2

d) 1969-1970

	NE	MS	S	NC	NW	W	Total
No response	3	13	11	21	3	5	56
None	0	0	0	0	0	0	0
1-9	2	11	4	12	0	1	30
10-19	5	8	4	6	1	2	26
20-29	2	0	5	4	0	0	11
30-39	0	2	1	2	1	2	8
40-49	0	0	0	1	0	0	1
50-59	0	0	1	1	0	0	2
60-69	0	2	0	2	0	1	5
70 and over	0	1	4	3	0	0	8
Handful	0	0	0	2	0	0	2
Other	0	0	1	0	0	0	1

Table 17

Responses to Item IIIa, Have you any estimate of the success of the procedures, with respect to student achievement?

	NE	MS	S	NC	NW	W	Total
No response	4	12	9	22	2	5	54
Don't know, too early to tell	6	12	6	10	2	2	38
Students completing degrees	0	3	4	4	0	0	11
Students not completing degrees	0	1	0	2	0	0	3
Excellent	0	1	0	3	0	0	4
Good, satisfactory, encouraging	2	8	10	13	0	4	37
Moderate, little less than average	0	2	0	2	0	1	5
Not very successful, low attainment	0	1	1	2	1	0	5
Other	1	2	0	1	0	0	4

Table 18

Responses to Item IIIb, Have you any estimate of the success of the procedures, with respect to attrition?

	NE	MS	S	NC	NW	W	Total
No response	5	12	12	28	3	6	66
Don't know, too early to tell	6	10	4	10	2	1	33
Questionnaire respondent's satisfaction:							
Satisfied	0	0	0	4	0	0	4
Unsatisfied	0	1	1	0	0	0	2
Judged against standard:							
Hardly any, low, none	2	9	5	6	0	3	25
High attrition	0	0	2	0	0	0	2
Other	0	4	2	2	0	0	8
Compared to other students:							
More than other students	0	1	1	3	0	1	6
About same as for others	0	1	1	0	0	1	3
Less than for other students	0	0	1	0	0	1	2
Other	0	0	1	2	0	0	3

APPENDIX A

Questionnaire and Accompanying Letters

THE COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES
1785 Massachusetts Avenue, N.W., Washington, D. C. 20036 • Phone: Area Code 202: 667-8766

GUSTAVE O. ARLT
President

April 21, 1969

Deans of
Member Institutions

Dear Colleague:

In the past several years, many universities and colleges have established programs (or procedures or provisions -- the designation is immaterial) for the accommodation of potential graduate students in educationally, socially, or economically deprived circumstances. As these arrangements increase in number and perhaps in scope, it becomes very important to assemble a reliable and reasonably complete catalogue of their extent and character. We therefore ask you kindly to answer this questionnaire in such detail or such brevity as you deem appropriate and to return it not later than May 15, 1969.

Please note: All questions deal with disadvantaged students as a total group; we are not interested in racial or ethnic origins.

The Graduate Record Examinations Board at the Educational Testing Service is providing clerical and technical services for this survey. The enclosed return envelope is therefore addressed to the GREB at Princeton. The assembled information, however, is strictly for in-house use of the Council of Graduate Schools. You may therefore be assured that any information you supply will be held in complete confidence. If the results warrant, a summary report may be published but without identification of any of the responding institutions.

Gratefully yours,

Gustave O. Arlt

Gustave O. Arlt

Enclosures

_____
Name of Institution

_____
Name and Title of Respondent

I. Do you have any definable procedures (whether or not formalized into a program) for the accommodation of potential graduate students from deprived circumstances? _____

a) 1. How are such students recruited? Describe _____
_____
_____
_____

2. From what geographic areas, if any? _____
_____
_____

b) Are any normal admission requirements waived or liberalized? _____

1. Previous scholastic record _____
_____
_____
_____

2. GRE or other admission test _____
_____
_____

3. Are other criteria applied? Describe _____
_____
_____
_____

c) What remedial services, if any, are provided? Describe _____
_____
_____
_____
_____

d) 1. What financial support, if any, is provided? Tuition _____
Fees _____ Room _____ Board _____ Other _____

Approximate total dollar value per student _____

2. Source or sources of funds _____
_____
_____
_____
_____

II. a) When were these procedures first established? _____

b) Have any changes been made since then? Describe _____

_____

_____

_____

c) Are any changes contemplated for 1969-70? Describe _____

_____

_____

_____

d) Approximately how many students per year were so accommodated?

Prior to 1967 _____

1967-68 _____ 1968-69 _____

Projection for 1969-70 _____

III. Have you any estimate of the success of the procedures?

a) With respect to student achievement _____

_____

_____

_____

_____

b) With respect to attrition _____

_____

_____

_____

_____

IV. Any additional comments will be welcome _____

_____

_____

_____

_____

_____

_____

* * * *

A5

THE COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES
1785 Massachusetts Avenue, N.W., Washington, D. C. 20036 • Phone: Area Code 202: 667-8766

GUSTAVE O. ARLT
President

May 29, 1969

Dear Colleague:

Under date of April 21, 1969, we sent you a questionnaire dealing with programs for disadvantaged students. Since we have not received a reply, it may be assumed that the letter failed to reach your desk.

Since we would like to have as complete a survey of such programs as possible, we enclose another copy of the questionnaire with the request that you complete and return it.

Sincerely yours,

Gustave O. Arlt

Gustave O. Arlt

Enclosure

APPENDIX B

States in Each of the Regional Education Associations

New England Association

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Middle States Association

Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

Southern Association

Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia

North Central Association

Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming

Northwest Association

Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington

Western Association

California, Hawaii